L.E.A.D. Academy Trust
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Glapton ACADEMY

Attendance Policy

Policy/Procedure management log

Document name	Attendance Policy
Date approved	Trust approval Autumn Term 2026 AGB approval Autumn Term 2026
Date issued	**Autumn Term 2026**
Date of review	**Autumn Term 2027**

1. Aims

At Glapton Academy we are committed to meeting our obligation with regards to school attendance through our culture and ethos that values good attendance, including by:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend
- Promoting and supporting punctuality in attending lessons

2. Legislation and Guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education 2026 and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The School Attendance (Pupil Registration) 9England) Regulations 2024
- The Education (parenting contracts and Parenting Orders) Regulations 2007
- The Education (Penalty Notices) (England) (Amendment) Regulations 2007 (and 2013 amendments)
- The Crime and Disorder Act 1998
- The Anti-Social Behaviour Act 2003
- The Sentencing Act 2020
- The Children's and Young Persons Acts 1933 and 1963
- The Equality Act 2010

3. Roles and Responsibilities

*Full details of roles and responsibilities can be found in appendix 4.

3.1 Academy Trustees

Trustees are responsible for:

- Ensuring that there is a Trust wide strategy to improve attendance and as part of this strategy share effective practice on attendance management and improvement across academies.

Academy Governing Bodies (AGBs) are responsible for:

- Take an active role in attendance improvement, support the academy to prioritise attendance and work together to set a whole school culture
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging patterns of attendance, compare with other local academies, identify areas of progress and where greater focus is needed
- Making sure staff receive adequate training on attendance
- Holding the Headteacher to account for the implementation of this policy

3.2 The Headteacher

The Headteacher is responsible for:

- Implementation of this policy at the academy
- Develop and maintain a whole school culture that promotes the benefits of good attendance
- Ensure that admissions and attendance registers are accurately completed and that registers are completed at the same time for all pupils
- Have robust daily procedures in place to follow up absence
- Monitoring absence data to identify patterns and trends and have a clear strategy in place to identify which pupils and pupil cohorts to focus on and measure impact of any intervention, including PA/SA and vulnerable groups
- Supporting staff with monitoring the attendance of individual pupils
- Ensure that there is a dedicated senior leader with overall responsibility for championing and improving attendance.
- Authorising the Local Authority issuing of fixed-penalty notices where necessary

3.3 The Senior Attendance Champion:

The designated senior leader is responsible for:

- Leading attendance across the academy
- Ensuring all academy-based staff complete their attendance responsibilities in line with statutory procedures and academy policy and procedures
- Set a clear vision for improving and maintaining good attendance and ensuring a whole school approach to attendance
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis and use strategic tools, such as the DfE data to inform practice, this includes use of benchmarking data, inclusion of young carers and expectations around specific cohorts.
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues

- Lead formal conversations with parents
- Establish targeted intervention and support to pupils and families and measure the impact of such interventions

The designated senior leader responsible for attendance is Mrs. H Oliver and can be contacted via 4103 or helenoliver@glaptonacademy.co.uk

3.5 Class Teachers

Class teachers are responsible for recording attendance, using the correct codes, and submitting this information to the office by 9am and 1.10pm

3.6 Academy [Admin/Office] Staff

Academy [admin/office] staff will:

- Record all absence details received on a day-to-day basis and log it on the academy MIS system
- Transfer calls from parents to the Lead attendance champion in order to provide them with more detailed support on attendance

3.7 Parents/Carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the academy to report their child's absence before 9am on the day of the absence and each subsequent day of absence, and advise when their child is expected to return
- Provide the academy with more than 1 emergency contact number for their child and update accordingly
- Ensure that, where possible, appointments for their child are made outside of the academy day
- Only request a leave of absence in exceptional circumstances
- Attend meetings where attendance falls below national expectations

3.8 Pupils

Pupils are expected to:

- Primary Attend every day on time

3.9 The Local Authority

The Local Authority is legally obliged to:

- Rigorously track local attendance data.
- Provide a strategic approach to improving attendance and ensure that it is a key focus of all frontline services
- Provide access to the School Attendance Support Team which provides the following core functions:
- Communication and advice
- Targeted support Meetings

- Multi-disciplinary support for families
- Provide each school with a named point of contact in the School Attendance Team who can support with queries and advice
- Enable opportunities to share effective practice
- Work with academies to issue legal interventions
- Monitor and improve attendance of children with a social worker through their virtual school

4. Recording Attendance

4.1 Attendance Register

At Glapton Academy, we keep an attendance register of all pupils on the academy roll.

We will take our attendance register at the start of the first session of each day and again after lunch. These registers will be taken at the same time of the day for all pupils. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

DfE attendance codes can be found in appendix 1.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day at Glapton Academy starts at 8.45 am. Pupils must arrive by 8.50 am every day.

The register for the first session will be taken at 8.50am and will be kept open until 9am. The register for the second session will be taken at 1pm and will be kept open until 1.05pm

4.2 Unplanned Absence

The pupil's parent/carer must notify the academy of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the Academy on 0115 9152936 where they can leave a message on the absence line.

We will mark absence due to illness as authorised unless Glapton academy has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, Glapton academy may ask the pupil's parent/carer to provide medical evidence, such as, prescription, appointment card or other appropriate form of evidence. This evidence will be used to help understand better the needs of the pupil and to help identify the most suitable provision in line with supporting pupils with medical conditions. We will not ask for medical evidence unnecessarily.

Commented [HT1]: Additional clarification on how medical evidence should be used

If the academy is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

4.3 Planned Absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the academy in advance of the appointment.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of the academy for the minimum amount of time necessary.

The pupil's parent/carer must also apply for any other type of term-time absence as far in advance as possible of the date or dates of the requested absence.

4.4 Lateness and Punctuality

A pupil who arrives late:

- Before the register has closed, will be marked as late, using the appropriate code 'L'
- After the register has closed, no longer than 30 minutes after the start of the session, a pupil will be marked as absent, using the appropriate code 'U' which signifies that the pupil arrived after the official closing of the register and denotes an unauthorised absence.

School will communicate with parents about ongoing lateness and offer support. We have a Roots programmed for children who struggle to come into school in the morning where they are given a soft start, some breakfast and additional support. This is through a referral process to Mrs. Oliver.

4.5 Following up Unexplained Absence

Where any pupil we expect to attend does not attend, or stops attending without reason, the academy will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the academy cannot reach any of the pupil's emergency contacts, the academy may contact the police
- Identify whether the absence is approved or not
- Identify the correct absence code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session

- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the academy will consider involving the School Attendance Support Team and other partner agencies

4.6 Reporting to Parents/Carers

The academy will regularly inform parents about their child's attendance and absence levels at every parents meeting and more often if there are concerns.

5. Authorised and Unauthorised Absence

5.1 Approval for Term-time Absence

Only exceptional circumstances warrant a leave of absence. Glapton academy will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil can be away from school. As Headteachers should only grant leaves of absence in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form (Appendix 3), accessible via the school website and our office. The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence may** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the academy will seek advice from the parents' religious body to confirm whether the day is set apart
- The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

5.2 Pupils with Medical Conditions or Special Educational Needs and Disabilities

In line with Section 19 of the Education Act 1996 the Local Authority (LA) have a duty to: "make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, or otherwise, may not for any period receive suitable education unless such arrangements are made for them."

This applies to children and young people:

- who are of statutory school age and who
- are permanently resident in the local authority and

- who are not in school for 15 days or more, whether consecutive or cumulative due to ill health and
- where the health need and necessity for absence has been validated as necessary by a medical doctor
- will not receive a suitable full-time education unless the local authority makes arrangements for this

Health problems include: disabilities, physical illnesses, injuries and clinically defined mental health problems. Suitable medical evidence will be required, including details of the health problem, how long the condition is expected to last, the likely outcome, and a treatment plan. This must be provided by a suitable medical professional, normally a hospital consultant. However, where specific medical evidence is not available quickly, the local authority will liaise with other medical professionals (e.g. the child's GP), so that provision of education is not delayed.

5.3 Children Missing Education (CME)

The academy recognises that early intervention is necessary to identify the existence of any underlying safeguarding risk, and to help prevent the risks of a child going missing in education. The academy will:

- Follow absence procedures
- Make a referral to CME if information is obtained that the family have moved out of area, with no forwarding school/academy
- Make a referral to CME if a pupil has not returned after 10 days and there has been no contact with the family, despite efforts made by the academy
- Work closely with the Children Missing Education (CME) Officer to identify a pupil's current whereabouts/destination
- Agree with CME an appropriate time and category to remove the child from the academy roll. This includes those children and young people who are expected to move swiftly into appropriate provision; this is in line with The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- Contact the Local Authority via CME after 20 school days of absence, to discuss whether to remove a pupil from the academy roll. The final decision about removal from the academy roll remains with the Headteacher.
- The academy will create a 'lost pupil' record on the national Lost Pupil's Database School to School (s2s) to assist future schools and Children Missing from Education Officers to identify and locate children

See Children missing in education guidance

5.4 Sanctions –

Notices to improve

The academy can use a notice to improve; it should be issued in line with processes set out by the local authority.

A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage

in support. A Notice to Improve does not need to be issued in cases where support is not appropriate and an authorised officer can choose not to use one in any case, including cases where support is appropriate but they do not expect a Notice to Improve would have any behavioural impact (e.g. because the parent has already received one for a similar offence).

The Notice to Improve is expected to include:

- Details of the pupil's attendance record and details of the offences.
- The benefits of regular attendance and parents' duty under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support and the option to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
- A clear timeframe for the improvement period of between 3 and 6 weeks.
- Details of what sufficient improvement within that timeframe will look like.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

National Threshold for issuing penalty notice

The academy can refer parents to the local authority where they do not ensure that children attend school. Parents can be fined for the unauthorised absence of their child from school, where the child is of compulsory school age.

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can 60 be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be most appropriate tool. Therefore, from autumn term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

6. Strategies for Promoting Attendance

Glapton Academy celebrates good attendance through our weekly award for improvement of behaviour and our Christmas prize giving for good attendance

7. Attendance Monitoring

- We will use DfE data tools to inform intervention, such as attendance bandings and comparison reports to bench mark against similar schools
- Use PowerBi to analyse current attendance, this data will then be used to ensure that support is offered to parents to ensure that they are able to achieve the attendance and make progress in all areas of education

7.1 Monitoring Attendance

The academy will:

- Monitor attendance and absence data trends on a weekly, half-termly, termly and yearly basis in relation to whole cohorts and distinct pupil groups
- Monitor individual pupil attendance, absence and punctuality on a daily and weekly basis
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Pupil-level absence data will be collected daily and published at national and local authority level through the DfE's school absence national statistics releases. The underlying academy-level absence data is published alongside the national statistics. The academy will compare attendance data to the national average, and share this with the governing board

7.2 Analysing Attendance

The academy will:

- Analyse attendance and absence data using SIMS/PowerBi regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using Data to Improve Attendance

As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them.

The academy will:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families, including by identifying early indicators of poor attendance and changes in attendance at individual pupil, cohort and year group level so that schools can intervene early. This should go beyond headline attendance percentages and should look at individual pupils, cohorts and year groups (including their punctuality) across the school to help schools achieve their responsibilities under the Public Sector Equality Duty. When analysing patterns, some schools, especially secondary schools, may wish to look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons
- Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads)
- Undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases. This should not just focus on persistent and severe absence, but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance
- Benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels or performance of similar schools to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that schools have sought to target. The findings should then be used to evaluate approaches or inform future strategies
- Provide data and reports to support the work of the board or governing body
- Academies should decide which cohorts of pupils should be included in their data analysis based on their context and school population. This may include: boys and girls, year groups, pupils with special educational needs or disabilities, pupils with a social worker or who are looked-after by the local authority, pupils who are young carers, pupils eligible for free school meals, and any pupils from backgrounds (including ethnicities, religions or beliefs, or sexual orientations where applicable) in the school community that have, or have historically had, lower attendance than their peers
- Academies may wish to make use of the View Your Education Data tool to compare attendance outcomes of different cohorts of pupils at a local and national level to identify where intervention is most needed
- Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U). Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month.

- Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance on arranging education for children who cannot attend school because of health needs.

7.4 Reducing Persistent and Severe Absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The academy will:

- Work with local communities (including voluntary and community groups) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for 22 such schools to work together where possible. This will be particularly beneficial in supporting transition between feeder schools.
- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the academy (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement
- Provide access to wider support services to remove the barriers to attendance
- Use all available legal means at the academies disposal to challenge situations where there is severe and persistent absence
- Meetings will be held to support families with attendance and all children will be offered all of the support that we have at our disposal to ensure that their attendance can improve.

8. Policy Review

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum once pre year by Mrs. H Oliver. At every review, the policy will be approved by the AGB.

9. Links with Other Policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Equality policy
- Supporting pupils with medical conditions

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Attending the school		
Code	**Definition**	**Scenario**
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than school		
Code	**Definition**	**Scenario**
K	Attending a place other than at school	Attending education provision arranged by the local authority
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered at another school	Pupil is attending a session at another setting where they are also registered
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school and supervised by a member of school staff
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Absent - Leave of Absence		
C	Leave of absence for exceptional circumstances	A leave of absence must not be granted unless there are exceptional circumstances
C1	Regulated performance or employment abroad	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
C2	Part-time	Leave of absence for compulsory school age pupil subject to a part-time timetable
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
J1	Interview	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
M	Medical/dental appointment	Pupil is at a medical or dental appointment
S	Study leave	Leave of absence for the purpose of studying for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Absent – other authorised reasons		
Code	**Definition**	**Scenario**
I	Illness (not medical or dental appointment)	The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.

E	Excluded	Suspended or permanently excluded and no alternative provision made
T	Pupil is a mobile child	Parent travelling for occupational purposes
R	Religious observance	A day exclusively set apart for religious observance
Absent – unable to attend school due to unavoidable cause		

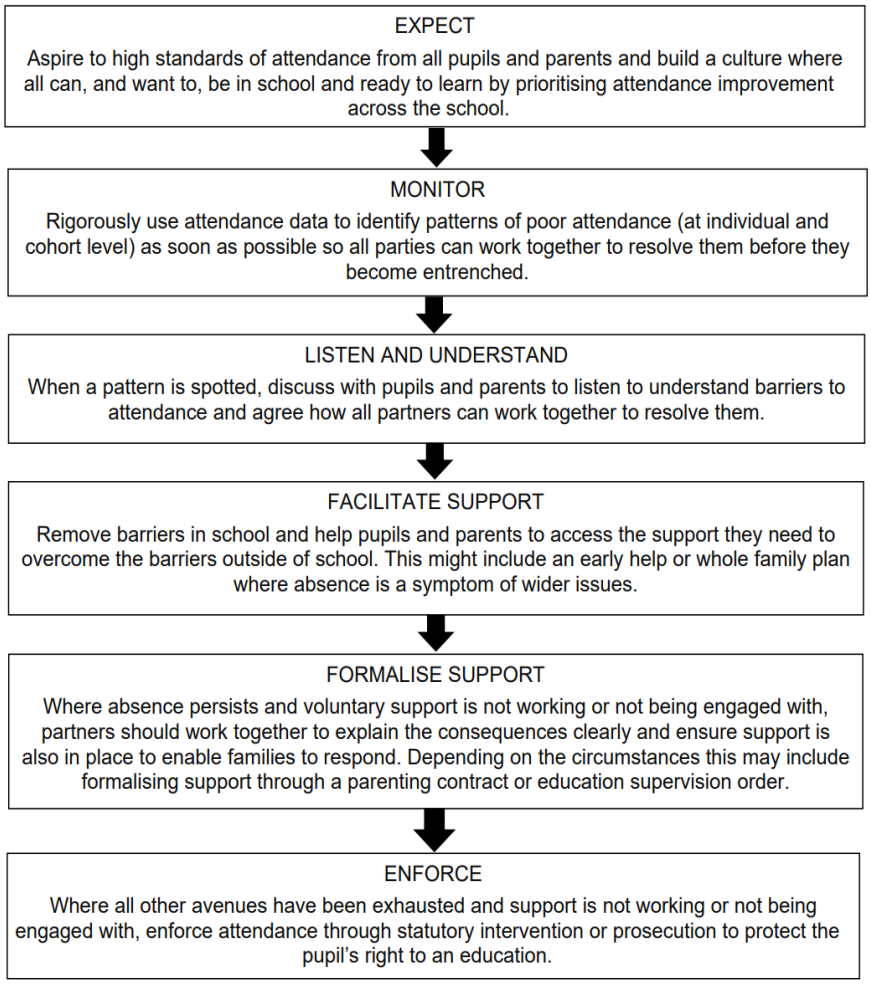
Code	Definition	Scenario
Q	Unable to attend the school because of a lack of access arrangements	Unable to attend because the local authority has failed to make access arrangements
Y1	Unable to attend due to transport normally provided not being available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.
Y2	Unable to attend due to widespread disruption to travel	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use
Y4	Unable to attend due to the whole school site being unexpectedly closed	In response to adverse weather
Y5	Unable to attend as pupil is in criminal justice detention	See statutory guidance for correct usage
Y6	Unable to attend in accordance with public health guidance or law	See statutory guidance for correct usage
Y7	Unable to attend because of any other unavoidable cause	See statutory guidance for correct usage
Absent – unauthorised absence		
Code	**Definition**	**Scenario**

U	Arrived in school after registration closed	Where a pupil has arrived late after the register has closed but before the end of session.
O	Absent in other or unknown circumstances	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.
G	Holiday not granted by the school	The school has not granted a leave of absence and the pupil is absent for the purpose of a holiday.
N	Reason for absence not yet established	Where absence is recorded as code N in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session. If a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O.

Administrative codes		
Code	**Definition**	**Scenario**
#	Planned whole school closure	Whole school closures that are known and planned in advance
Z	Prospective pupil not on admission register	To enable schools to set up registers in advance of pupils joining the school to ease administration burdens.

Appendix 2:

Flow chart of promoting good attendance



Appendix 3:

XXX ACADEMY
LEAVE OF ABSENCE R

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XXX ACADEMY LEAVE OF ABSENCE REQUEST

Name of Pupil:……

Date of Birth:…… Form:……

Dates of proposed absence: From:…… To:……

Total days requested:……

Parent/Carer full name:…… Date of Birth:……

Parent/Carer full name:…… Date of Birth:……

Address:……

……

Signature of Parent/Carer…… Date:……

Signature of Parent/Carer…… Date:……

Parents or carers who take their children on holiday without permission risk a fixed penalty notice of up to £160 (per parent, per child) if paid within 28 days. This amount can be reduced to £80 if paid within 21 days. A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

Reason for leave of absence:……

……

……

For office use only:

Attendance (current academic year):…… (previous academic year):……

Parent/Carer(s) informed by letter? Yes/No Date:……

Authorised: Yes/No Headteacher:…… Date:……

Appendix 4 – Roles and responsibilities document (working together to improve attendance)

[Table of responsibilities]

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.